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ABSTRACT

Telecourses developed, acquired, and distributed by the National Instructional Television (NIT) Center are described in this "Factbook." For primary through senior high school, telecourses are listed in the subjects of art, communications, early childhood, economics, foreign language, guidance, health and physical education, humanities, language arts, mathematics, music, science, and social studies. For teacher in-service education, telecourses are listed under the subjects of health and physical education, language arts, music, and science. For higher education, telecourses are listed under the subjects of communications, computer technology and science, economics, engineering, foreign language, geography, government, history, literature and composition, mathematics, physics, psychology, social work education, and sociology. For continuing education, telecourses are listed under communications, economics, foreign language, and social work education. Procedures for potential users of NIT telecourses and accompanying printed materials are given in detail. Reports sponsored by NIT are listed with annotations and prices. (NF)

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FACT BOOK

National Instructional Television Center

TELEVISION

ED 047494

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Foreword

It is widely recognized that instructional television has yet to fulfill its high promise of significantly improving American education. Too often it is dedicated to small purposes, providing programs that are neither good television nor good teaching.

Since its origin in 1962, the National Instructional Television Center has worked to strengthen television in education by developing, acquiring, and distributing television and related materials of quality for use as major learning resources. One section of this Fastback describes briefly the materials available from NITC. Two of the series thus described, and a third series now in production, merit additional comment, however, for each in its way possesses a dimension and objective uncommon in ITV and each is intended to have an enduring effect upon its subject matter field.

In the area of physical education, the series "Ready? Set . . . Go!" reflects the conviction that television can be a crucial element in initiating and sustaining better instruction. Based on the recommendations of leading physical educators, the series stresses basic movement and self-discovery as alternatives to the traditional content and method of physical education. It encourages the child to find out what his body can do, where his body can move, and how the elements of time and force affect his motion. Basic movement provides a foundation for effective body control that will help the child later in competitive games and other sports, in dancing, and in meeting the physical demands of adult life.

"Ready? Set . . . Go!" also engages the child in intellectual processes: problem solving, inquiry, and the learning of concepts. It emphasizes the development of the individual child so he derives satisfaction from accomplishing tasks he has set for himself and from devising effective patterns of movement. The course is designed to elicit active responses from the child, to develop his capacity for leaping, dodging, stretching, and exerting himself physically in a variety of ways.

As the child moves, there is a constant interplay between parts of his body, among groups of persons, and with objects. In this way, the child learns to recognize the occurrence and meaning of changing relationships and their significance for his own actions and well-being. By combining the aims of physical control and mental alertness, the series helps to realize that ancient precept of education: a healthy mind in a healthy body.

The telecourse itself was designed by Bette J. Logsdon of Bowling Green State University, Ohio, and Kate R. Barrett of the University of North Carolina at Greensboro. Jane Young of the University of South Florida is the television teacher. The American Association for Health, Physical Education and Recreation served as the major organizational consultant.

"Ready? Set . . . Go!"—the first level of which was released in the fall of 1969—also includes four in-service programs for teachers. In addition, NITC is arranging one- and two-day utilization workshops around the country to explain the concepts of "Ready? Set . . . Go!" and to help teachers and administrators make the most effective use of the telecourse.

During rhythmicals, partners exercise different shapes with their bodies in "Ready? Set . . . Go!"

The second major series, "Ripples," had its beginning in the spring of 1968 at a conference that brought together specialists in early childhood education and instructional broadcasters. The deliberations focused on four questions: What is distinctive about children between the ages of three to eight? What is most important for them to learn? How do they learn, since they seem to learn differently from older children and adults? How can television help and what kind of impact will it make? Out of the eventual answers came "Ripples."

It had become apparent, meanwhile, that, as the "Ready? Set . . . Go!" show could have been born by WTTW, the new project would need the additional financial support of other agencies. The physical production television had been a studio production; its costs were relatively low. "Ripples" would require varied and complex settings, and thus would be more expensive to produce.

As a solution to this problem, WTTW engineered a consortium of fourteen educational and television agencies. The members shared not only the expenses but also the advantages of being able to develop an instructional series that no single member could have afforded, of enlisted rights to the use of the materials, and of greater flexibility in the utilization of the series. This combination of local interests and national needs created the financial, technical, and intellectual resources necessary to produce "Ripples."

Released in the fall of 1971, the all-color series presents encounters that develop a child's feelings and values, and his ability to create and understand relationships. These encounters, which deal with the daily experiences of childhood, arouse the child's curiosity and help him move imaginatively from what is familiar to the unknown or undiscovered. In the process, he learns to explore the nature of relationships among himself and other persons, and between himself and his changing world.

Fascinated by the strange patterns their bodies project, two girls discover new ways to play in "Ripples."

Preparing to shift direction, a second grader concentrates on placing her hands differently in "Ready? Set . . . Go!"

Dr. Ross Mooney of Dunalyn College, NIT's chief consultant for the series, has written of "Dimples":

> "While it will not help a child to recognize colors, nor to match pictures, nor to sing a song, nor even store factual information for its own sake, each program will take the child beyond the classroom so that he can have an encounter with interesting people, with important ideas, and with challenging events as they are in real life. The series will help him to develop values and to deepen and to express his feelings. It will help him to appreciate artistic qualities and it will increase his knowledge about himself in relation to other people and to a changing environment."

An even larger consortium of educational and broadcasting agencies—this one with twenty-six members, including two from Canada—has been formed by NIT for the support of "Images & Things," the all-color art education series that is scheduled for release in the fall of 1971.

Fusing the arts and humanities in a documentary format, the series will present the enjoyment of art as a natural outgrowth of the child's sense of wonder at his own surroundings. It is intended for two-to-thirteen-year-olds and is designed to help develop children who can both create and respond to art.

These three major series exemplify the style and direction of NIT. In their conception and preparation, the Center has sought out and relied on the judgment of nationally prominent subject matter specialists. Through the establishment of consortia, it has enlisted the comprehensive support of leading educational and television agencies, and has created new benefits for the participants.

Most important of all, the series themselves bring to the classroom instruction of the highest quality. In content and method, each represents a significant effort to increase the effectiveness of American education.

Now to wax, a boy and his father share the fellowship of a fishing trip in "Dimples."

Descriptions of NIT Telecourses

Primary Through Senior High School

Art

GRADES & TRENDS fuses the arts and humanities in a documentary format as it relates the understanding and enjoyment of art to the daily experiences of ten-to-thirteen-year-olds. The series is based on two years of planning and development by distinguished art educators. Three 30-minute teacher programs accompany the series. (Intermediate, Color.)

MEANING IN ART (Primary and Intermediate) helps the student look at art, value and enjoy objects in his surroundings, and gain knowledge and build concepts about artistic experience. The course deals with the historic sequencing of art, the artists themselves, and the processes by which visual art forms are produced. Three 30-minute teacher programs accompany the course. (Primary, Intermediate.)

SEE! THE ARTS heightens the student's sensitivity to the world around him as seen through the artist's eye and heard with the artist's ear. The course relates the world of art to familiar objects and experiences, encouraging students to use the arts for self-expression. It also stimulates interest in the worlds of yesterday, today, and tomorrow through illustrations of the art forms of various periods. (Intermediate.)

PRIMARY ART introduces children to the meaning and method of art by considering important artistic concepts and presenting a variety of artistic examples and methods for achieving self-expression. The series balances understanding art with making art. (Primary, Color.)

YOU AND EYE presents art as a creative process and as a means of self-expression. The course introduces students to a wide range of artistic subjects and explores the visual elements of design—line, form, space, color, texture, and patterns. (Intermediate.)

Communications

CODE: ENGLISH makes the student aware that English is in fact a code—a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the code structure works in every part. (Intermediate, Junior High.)

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of those two media. (Senior High.)

[illegible] introduces the idea of word roots and word families. The course arouses the student's curiosity about words and the history of words and expressions, and sharpens his awareness of language. (Intermediate.)

Early Childhood

[illegible] consists of four programs designed to stimulate the curiosity and imaginative play of children from three to six. Moving through fantasy and reality, the series looks at cats, at the streets of a city, at animals, and at games and activities. (Older.)

[illegible], based on intensive development work by professional educators and instructional television experts, takes a new approach to early childhood education. It presents experiences that develop a child's feelings, values, and ability to make and understand relationships between himself and other people and himself and the world. Three 30-minute teacher programs accompany the course. (Older.)

[illegible] is designed to enhance the educational experience of the disadvantaged child. It helps him cope with his emotional reactions to external events, acquaints him with the occupations and facilities found in most neighborhoods, and provides experiences that stimulate his imagination and creative expression, deepen his perception, and broaden his world.

Economics

[illegible] provides a broad basis for better understanding of our economic system and for more effective decision-making. The course presents current knowledge in economic science for use in analyzing contemporary problems and issues. (Senior High.)

Foreign Language

[illegible] combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Senior High. Color.)

Guidance

[illegible] presents a lively, varied, and realistic view of some of the many careers open to high school graduates. Emphasis is placed on career planning for life and not merely on choosing a job. (Junior High.)

Health and Physical Education

[illegible] explores with the child the wonder of his mind and body. It presents a picture of what a human being is, promotes an understanding of how people grow and develop, both physically and emotionally, and examines the reasons for good health care. (Primary.)

[illegible] presents scientific information and enlightened opinion on matters of drug abuse, use of tobacco and alcohol, emotional stability, and the resulting issues of human sexuality. The relationship between the individual and his society is also considered with regard to such problems as environmental pollution and overpopulation. One 30-minute teacher program accompanies the course. (Senior High.)

[illegible] . . . GO! focuses on the development in physical education of the techniques of basic movement. The child is led to discover what his body can do, where in space his body can move, and how the elements of time and force affect his movements. (Primary.)

A [illegible] considers personal relationships, self-understanding, family structure, and sex education. The course relates self-control to personal freedom and responsibility. Two 30-minute teacher programs accompany the course. (Intermediate.)

Humanities

[illegible] heightens the student's sensitivity to the world around him as seen through the artist's eye and heard with the artist's ear. The course relates the world of art to familiar objects and experiences, encouraging students to use the arts for self-expression. It also stimu-

take interest in the worlds of yesterday, today, and tomorrow through illustrations of the art forms of various periods. (Intermediate.)

Language Arts

ANCIENT AND MODERN presents insights into Africa's literature and civilization from Egypt to the new nations with their inspiring songs of protest and revolution. The great variety of materials presented throughout this anthology will encourage students and teachers alike to build anthologies of their own. (Intermediate, Junior High, Senior High.)

CODE ENGLISH makes the student aware that English is in fact a code--a system of signals and rules for sending and receiving messages. The series examines the language piece by piece to show how the rule structure works in every part. (Intermediate, Junior High.)

CRICKET TO CRICKET presents some of the world's best literature such as *The Wind in the Willows*, *Treasure Island*, and *Two Dozen*. The lessons do not exhibit the entire story, but create the kind of interest that leads students to their libraries to look for the books discussed. The series increases students' awareness and understanding of people and situations different from their own. (Intermediate.)

EXPLORING THEATER . . . gives children an opportunity to enjoy literature, to express ideas and emotions, and to develop beginning dramatic skills. The lessons begin with simple group pantomime and progress to more complicated scenes with dialogue and interpretation. One 30-minute teacher program accompanies the course. (Primary.)

A MATTER OF FICTION helps students gain a perspective on themselves and others by presenting books about children and their problems. The course stirs interest by revealing only part of the plots. (Junior High.)

SECONDARY DEVELOPMENTAL READING assists students toward greater comprehension in reading and studying in different subjects, greater skill in following the cues of the printed language, greater sophistication in reading critically and analytically, and greater appreciation of the various forms of literature and of the beauty of both spoken and spoken language. (Senior High.)

TELL ME A STORY features stories from the folklore of the world and from the classic storytellers. The course awakens the child's imagination, instills a feeling for logic, broadens his horizons, builds and enhances his vocabulary. One 30-minute teacher program accompanies the course. (Primary.)

THE WORLDWORTH introduces the idea of word roots and word families. The course arouses the student's curiosity about words and the history of words and expressions, and sharpens his awareness of language. (Intermediate.)

Mathematics

CALCULUS provides a thorough well-researched course of study to meet the needs and abilities of students in a balanced mathematics program. The course embodies the modern approach developed in School Mathematics Study Group (SMSG) Calculus in which the concepts of the derivative and integral are developed and provided from the axioms of mathematics. (Senior High.)

PATTERNS offers an imaginative presentation of mathematics as a logical search for patterns, a well-disciplined guessing game rather than a rigid adherence to absolute rules or computational skills. It is designed to teach students to think logically and to progress from observing, guessing, and generalizing to the ability to predict accurately mathematical events. Eight 30-minute teacher programs are available. (Intermediate.)

PATTERNS IN ARITHMETIC includes six levels for grades one through six. The course is a complete, self-contained elementary arithmetic program incorporating the most recent research studies made at the Wisconsin Research and Development Center for Cognitive Learning. (Primary, Intermediate.)

Music

EXPLORING INTO MELODY makes the enjoyment and learning of music synonymous. The children are lead to act out songs, beat rhythms on drums and other percussion instruments, make

to words and music, and take part in singing games. They also learn the basic principles of reading music. (Primary.)

DISCOVERING INTO SOUNDS uncovers the wealth of the world of music to help each child discover the activities he most enjoys. Through a variety of guided musical experiences that include singing, rhythm, listening, and familiarity with instruments, each student begins to develop his own musical standards. (Primary.)

Science

ALL ABOUT YOU explores with the child the wonder of his mind and body. It presents a picture of what a human being is, promotes an understanding of how people grow and develop, both physically and emotionally, and examines the reasons for good health care. (Primary.)

CONNECTICUT OF LIVING THINGS introduces elementary life science with an emphasis on ecology. The lessons are designed so that students observe, discover, analyze data, and engage in other significant learning processes. (Junior High.)

LET'S INVESTIGATE offers a unique approach to scientific problem-solving by encouraging the student to play a dominant role in the learning process. The student learns to solve the problems raised by the methods of observation, forming hypotheses, testing, and measuring. He also gains a familiarity with some of the basic phenomena of the physical world. (Intermediate.)

THE SCIENCE SEED develops critical thinking, establishes the importance of evaluation based on observation, and proves the idea that there is not always a set answer in science. Functional and fundamental concepts are derived from everyday science. (Intermediate.)

Social Studies

AFRICAN ANTHOLOGY presents insights into Africa's literature and civilization from Egypt to the new nations with their inspiring songs of protest and revolution. The great variety of materials presented throughout this anthology will encourage students and teachers alike to build anthologies of their own. (Intermediate, Junior High, Senior High.)

CHILDREN OF THE WORLD takes American school children into the homes and private lives of children in different countries. The course involves the customs, problems, and challenges that persons in other nations face. (Intermediate, Color.)

THE CONSTITUTION introduces specific fields in the study of Communism—political and geographic growth, work of its leaders, and the practical application of its ideology. The series projects the Communist movement as a force seeking the overthrow of non-Communist systems. (Senior High.)

IF YOU LIVE IN A CITY WHERE DO YOU LIVE focuses on the problems of cities. The curriculum is designed to be a part of the social studies course. The series gives the child a balanced, rational, and positive appreciation of what city life can offer as well as an understanding of how he can bring about changes in it. One 30-minute teacher program accompanies the series. (Intermediate, Color.)

LET'S SEE AMERICA! takes children to historically unique American landmarks, where it looks at American ways of living ranging from the early days of St. Augustine, Florida, to present-day activities in the nation's capital. The course is designed to help the child interpret facts and improve his power of generalizing, stimulate his desire to seek further information, and broaden and improve his self-expression. (Intermediate.)

ONE NATION, INDIVISIBLE? explores racial tension and conflict in America. The course provides information about the social and economic situations of black Americans and assists young people to understand others and gain insight into their own feelings and actions. (Junior High, Senior High.)

PEOPLE is designed to promote and support better human understanding and human relations. The course uses an open-ended approach to many problems resulting from differences in race or ethnic group, religion, socioeconomic class, and creed. The individual lessons are varied in format, style, and mood. (Junior High.)

PROJECT: HISTORY outlines historical patterns and principles equally applicable to both past and present. The course spans the gap be-

issues the printed fact of the present and the living event of the past by presenting key persons, events, ideas, and issues to document ten major themes of American history. (Senior High.)

Teacher In-Service

Health and Physical Education

DRUGS: THE CHILDREN ARE CHOOSING presents vital facts about drugs, depicts the experiences of drug use, and examines drug abuse as it exists today. (Color.)

Language Arts

DO YOU READ ME? examines imperfectly many methods of teaching reading. Each program explains the philosophy and viewpoint of a particular approach, acquaints teachers with its materials of a given method, discusses its special characteristics with a teacher who uses it, and discusses and reviews each method's pros and cons with nationally known experts.

ENGLISH—FACT AND FANCY develops attitudes about English and English instruction that accord with mid-twentieth century knowledge about language. The course is designed to help improve teaching by creating an understanding of the English language as a social and behavioral phenomenon rather than as an abstract impersonal system devised for the "expression of thought."

ENGLISH FOR ELEMENTARY TEACHERS shows how creativity and imagination can be the central focus for the English Language Arts curriculum for the elementary grades. Noted authorities in the fields of elementary education, linguistics, and literature discuss their work and its role in the elementary curriculum.

Music

PATHWAYS TO DISCOVERING MUSIC demonstrates how the elementary school teacher can fully understand the listening, melody, rhythm, and harmony aspects of music. The course suggests techniques concerning the organization of the music program in the elementary school.

Science

PROJECT PHYSICS TEACHER SELECTION alerts teachers to the aims, materials, and classroom uses of all the components of the multimedia system employed in the "Project Physics" course.

Higher Education

Communications

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media.

Computer Technology and Science

MATH VII (Boolean Algebra and Computers) brings out the meaning of abstraction in mathematics and its applications by using Boolean Algebra, number fields, and computing machines. The course concentrates on ideas rather than technical skills.

COMPUTER PROGRAMMING TECHNIQUES considers the basic principles of computer systems and programming. The course is divided into three parts: Basic Computer Systems, Machine/Assembly Language, and FORTRAN.

ENGINEERING I (Introduction to Computer Science I) surveys computation devices from the early abacus to current electronic technology. The course introduces machine operating techniques and computer programming with particular emphasis on the fundamentals of the FORTRAN language.

ENGINEERING II (Introduction to Computer Science II) emphasizes the non-numeric aspects of computer programming. Procedures for data processing and automatic processing are covered.

Economics

ECONOMICS I (Economics and the Public Interest) introduces economic analysis and its application to the major economic issues confront-

ing the United States and the world. The purpose of the course is to give students the tools for making informed judgment about such vital matters as unemployment, inflation, competition, and growth.

ECONOMICS FOR THE CONCERNED CITIZEN provides a broad basis for better understanding of our economic system and for more effective decision-making. The course presents current knowledge in economic science for use in analyzing contemporary problems and issues.

Engineering

ENGINEERING I (Introduction to Computer Science I) surveys computation devices from the early abacus to current electronic technology. The course introduces machine-operating techniques and computer programming with particular emphasis on the fundamentals of the FORTRAN language.

ENGINEERING II (Introduction to Computer Science II) emphasizes the non-numeric aspects of computer programming. Procedures for data processing and automatic processing are covered.

ENGINEERING IV (Electrical Engineering: Circuit Analysis) treats the three components of circuit analysis: the elements that compose a circuit, the basic laws governing the behavior of the circuit, and the mathematical techniques for the systematic application of these laws.

SLIDE RULE SEMINAR provides instruction in the use of the instrument, considering the functions of the logarithmic scales and their corresponding anti-logarithms.

Foreign Language

EN FRANÇAIS combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Cahot.)

Geography

GEOGRAPHY I (Introduction to Geography: The Geographer's World) demonstrates how complex but basic man-land relationships are achieved by stressing topography, climate, vegetation, soils, and cultural development. Also considered are man's occupancy patterns, which are described and analyzed as comprehensible geographic entities.

Government

GOVERNMENT I (American National Government) introduces the development of the three main institutions of American national government—Congress, the Presidency, and the Supreme Court. Each is traced historically from the Constitutional Convention to the present and thoroughly analyzed.

GOVERNMENT II (Ideologies in World Affairs) examines the role of ideas in world affairs, the nature and characteristics of an "ideology," and the distinction between political parties and political movements.

History

HISTORY I (World History I) presents a comprehensive pictorial overview of world history from the Fall of Rome to the Napoleonic Era. The course covers why the great movements occurred, the men that led them, and why their work was important.

HISTORY II (World History II) begins with the Peace of Vienna in 1815 and probes the revolutions of 1830 and 1848, which led to reform in England, Italy, and Germany. Also covered are America's westward expansion and Civil War, the rise of capitalism and socialism, imperialism in Africa and Asia, politics before and after the World Wars, the end of empire after the wars, the Cold War and the deterrent power of the Polaris.

HISTORY III (History of the United States I) covers the earliest voyages to the New World through the Reconstruction years immediately after the Civil War.

HISTORY IV (History of the United States II) covers the emergence of the United States as a

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world power in the 1930's through the Johnson years.

Literature and Composition

ENGLISH I (Expository English I) strengthens the student's writing abilities and increases his reading comprehension. The elements of formal prose and the structural, stylistic, and thematic devices of selected essays and fictional pieces are discussed.

ENGLISH II (Expository English II) makes more demanding writing assignments and employs more sophisticated problems in writing style. The representative literary works in the novel, the essay, drama, and poetry are introduced.

ENGLISH III (Major American Books—American Literature) deals with fifteen of America's great authors of books and poetry. The course suggests that there are many ways of reading a book well—dependence on literary tradition, on the environment and time of the writer, on the writer's personal search for an identity, or on a resolution of conflicting emotions.

ENGLISH IV (The Critical Reader—English Literature) teaches the student how to read and what to look for in his reading through discussions of form, content, meaning, and effect. The course deals with essays, short stories, and poetry.

Mathematics

MATH I (College Algebra) presents a mature treatment of real number arithmetic from the point of view of modern mathematics. The beauty of mathematics and the variety of its applications are the course's main objectives.

MATH III (Introduction to the Calculus I) shows how calculus grows directly out of arithmetic. The idea of function as a set of X, Y number pairs is introduced. Starting with simple functions, the course shows how the physical idea of speed and the geometrical idea of steepness led earlier mathematics to more sophisticated functions and to the idea of derivative.

MATH IV (Introduction to the Calculus II: The Power Functions) concentrates on the use of powers and logarithms in equations and power functions of all kinds. The course continues the use of derivatives and introduces the integral with some of its simpler applications.

MATH V (Introduction to the Calculus III: The Trigonometric Functions) offers an overall view of trigonometry from its ancient origins to modern theory. The course emphasizes how trigonometry grew from ancient geometrical origins to an honest, logical part of the "game of numbers" and how far its area of application has expanded in the process.

MATH VI (Introduction to Statistics) introduces the field of statistical inference. After a brief discussion of certain ideas involving probability, the topics of estimation and tests of hypotheses are illustrated by means of the binomial distribution. Chi-square tests, tests of association, continuous data, and confidence intervals for medians are discussed. Kendall's rank correlation coefficient is used to illustrate the measurement of two variables.

MATH VII (Boolean Algebra and Computers) brings out the meaning of abstraction in mathematics and its applications by using Boolean Algebra, number fields, and computing machines. The course concentrates on ideas rather than technical skills.

SLIDE RULE SEMINAR provides instruction in the use of the instrument, considering the functions of the logarithmic scales and their corresponding anti-logarithms.

Physics

PHYSICS III (Introduction to Wave Motion, Light, and Sound) discusses elasticity and harmonic motion, which leads to a consideration of some of the properties of wave motion. Some of the phenomena of sound are described, and then the subject of light is introduced and discussed at length.

PHYSICS IV (Introduction to Modern Physics) introduces the phenomena and the laws of modern physics, including the theory of relativity, quantum mechanics, atomic, nuclear, and subnuclear physics.

PHYSICS V (Mechanics and Heat) considers both translational and rotational motion; it considers

the conservation laws associated with linear momentum and energy and with the vibrational and gravitational systems.

PHYSICS VI (Classical Electromagnetism, an Introduction) covers electrostatics, electron ballistics, generation of microwave signals, magnetic fields caused by electrical currents, Faraday's Law of Induction, and the elements of electrostatic radiation.

PHYSICS VII (Electronics) acquaints non-engineers with the basic principles, capabilities, and limitations of the electronic equipment and techniques used in industry and scientific research.

Psychology

PSYCHOLOGY I (Principles of Behavior) considers the complexity of the seemingly simple question: "Why do organisms do what they do?" The course discusses categories of behavior such as motivation, perception and learning, and the techniques used to study behavior. It also focuses on principles of behavior central to an understanding of man's purposes, intentions, and goals.

PSYCHOLOGY II (Man and His Motives) discusses the subject of human motivation and introduces basic theories and research findings which bear on the "why" of man's thought and action.

Social Work Education

CAREWORK IN PUBLIC WELFARE assists in the instruction of public welfare careworkers who need more exposure to social work concepts. The course can be used to train a variety of persons, including nonprofessionals, who have or will assume responsibility for those who need aid and services.

Sociology

SOCIOLOGY I (Introduction to Sociology) presents the basic terms of sociology and the sociological view of "man in groups." Major sociological institutions, various types of groups, (categorical, territorial, and purposeful), and basic social processes (public opinion, deviance, control, and social change) are presented.

Continuing Education

Communications

TV TODAY provides a broad general background of the broadcasting industry. It looks at the structure, problems, and facilities of American television and radio and at some of the people who work behind the scenes of these two media.

Economics

ECONOMICS FOR THE CONCERNED CITIZEN provides a broad basis for better understanding of our economic system and for more effective decision-making. The course presents current knowledge in economic science for use in studying contemporary problems and issues.

Foreign Language

EN FRANÇAIS combines Gallic humor and a look at life in France today to give the student a working knowledge of conversational French. Based on a study by the Centre de Recherch et d'Etude pour la Diffusion du Français et the Ecole Normale Supérieure de Saint-Cloud, the course provides the basic speech constructions necessary for conversational French and a carefully selected working vocabulary. (Color.)

Social Work Education

CAREWORK IN PUBLIC WELFARE assists in the instruction of public welfare careworkers who need more exposure to social work concepts. The course can be used to train a variety of persons, including nonprofessionals, who have or will assume responsibility for those who need aid and services.

MIT Telecourses by Grade Level

Although MIT telecourses have been designed for specific grade levels, most can be used at several grade levels at the professional discretion of the user.

Primary Through
Senior High School

Primary (Kindergarten–6th grade)	No. of Lessons	Length
All About You	30	15'
Imagine That . . . *	15	15'
Moving In Art*	15	30'
The Balloonbus (+)*	6	30'
Patterns in Arithmetic 1	30	15'
Patterns in Arithmetic 2	45	15'
Patterns in Arithmetic 3	60	15'
Primary Art (+)	30	15'
Ready? Set . . . Go! Level 1*	30	30'
Ready? Set . . . Go! Level 2*	30	30'
Ripples (+)*	30	15'
Sandsblast	15	15'
Stepping into Melody	30	15'
Stepping into Rhythm	30	15'
Tell Me a Story*	30	15'
Intermediate (3-7)		
Africa: Anthology	15	30'
Children of the World (+)	6	30'
Cells/English	15	30'
Cover to Cover	45	30'
If You Live in a City Where Do You Live (+)*	6	30'
Images & Things (+)*	30	30'
Let's Investigate	15	15'
Let's Go Amazing!	30	30'
Moving In Art*	15	30'
Shot the Arts	15	30'
Patterns*	30	30'
Patterns in Arithmetic 4	60	15'
Patterns in Arithmetic 5	60	15'
Patterns in Arithmetic 6	60	15'
The Science Shed	15	30'
A Time of Your Life*	15	30'
The Worldwide	30	30'
You and Eye	30	30'
Junior High School (7-9)		
Africa: Anthology	15	30'
Cells/English	15	30'
Community of Living Things	30	30'
Look to the Future	30	30'
A Matter of Fiction (+)	15	30'
How Nation, Indivisible?	6	30'
Secondary Developmental Reading	30	30'
Senior High School		
Africa: Anthology	15	15'
Calculus	105	30'
The Communists	6	30'
Economics for the Concerned Citizen	15	30'
Go Francais (+)	30	15'
Health: Your Decision*	15	30'
How Nation, Indivisible?	6	30'
People	15	30'
Project: Discovery	15	30'
TV Today	6	30'

(+) Series is in color.
* See Teacher In-Service section for programs related to these courses.

Teacher In-Service

Computer Programming Techniques	3	[illegible]
Do You Read Me?	[illegible]	[illegible]
Drugs: The Children Are Choosing (cr)	3	[illegible]
English for Elementary Teachers (Language)	[illegible]	[illegible]
English for Elementary Teachers (Literature)	[illegible]	[illegible]
English—Fact and Fancy	[illegible]	[illegible]
Health: Your Decision	3	[illegible]
If You Live in a City Where Do You Live (cr)	3	[illegible]
Images & Things (cr)	3	[illegible]
Imagine That . . .	3	[illegible]
Moving in Art	3	[illegible]
The Bloomsbury (cr)	3	[illegible]
Pathways to Discovering Music	3	[illegible]
Patterns	3	[illegible]
Project Physics Teacher Briefings	[illegible]	[illegible]
Ready? Set . . . Go!	3	[illegible]
Ripples (cr)	3	[illegible]
Tell Me a Story	3	[illegible]
A Time of Your Life	3	[illegible]

Higher Education

American National Government	[illegible]	[illegible]
Business Algebra and Computers	[illegible]	[illegible]
Casework in Public Welfare	[illegible]	[illegible]
Classical Electromagnetism an Introduction	[illegible]	[illegible]
College Algebra	[illegible]	[illegible]
Computer Programming Techniques*	[illegible]	[illegible]
The Critical Reader (English Literature)	[illegible]	[illegible]
Economics and the Public Interest	[illegible]	[illegible]
Economics for the Concerned Citizen	[illegible]	[illegible]
Electrical Engineering: Circuit Analysis	[illegible]	[illegible]
Electronics	[illegible]	[illegible]
Engineering English I	[illegible]	[illegible]
Engineering English II	[illegible]	[illegible]
En Français (cr)	[illegible]	[illegible]
History of the United States I	[illegible]	[illegible]
History of the United States II	[illegible]	[illegible]
Ideologies in World Affairs	[illegible]	[illegible]
Introduction to the Calculus I	[illegible]	[illegible]
Introduction to the Calculus II	[illegible]	[illegible]
Introduction to the Calculus III	[illegible]	[illegible]
Introduction to Computer Science I	[illegible]	[illegible]
Introduction to Computer Science II	[illegible]	[illegible]
Introduction to Geography: The Geographer's World	[illegible]	[illegible]
Introduction to Modern Physics	[illegible]	[illegible]
Introduction to Sociology	[illegible]	[illegible]
Introduction to Statistics	[illegible]	[illegible]
Introduction to Wave Motion, Light, and Sound	[illegible]	[illegible]
Major American Books (American Literature)	[illegible]	[illegible]
Man and His Motives	[illegible]	[illegible]
Mechanics and Heat	[illegible]	[illegible]
Principles of Behavior	[illegible]	[illegible]
Slide Rule Seminar	3	[illegible]
TV Today	3	[illegible]
World History I	[illegible]	[illegible]
World History II	[illegible]	[illegible]

Continuing Education

Casework in Public Welfare	[illegible]	[illegible]
Economics for the Concerned Citizen	[illegible]	[illegible]
En Français (cr)	[illegible]	[illegible]
TV Today	3	[illegible]

MTF Telecourses by Subject Area

Primary Through Senior High School	No. of Lessons	Length
Art		
Images & Things (+)*	26	30'
Weaving in Art*		
Primary	13	30'
Intermediate	13	30'
Meet the Arts	13	30'
Primary Art (+)	26	15'
Eye and Eye	26	30'
Communications		
Folk English	13	30'
TV Today	4	60'
The Wordsmith	26	30'
Early Childhood		
The Motivators (+)*	4	30'
Ripples (+)*	26	15'
Sweetbread	13	15'
Economics		
Economics for the Concerned Citizen	13	30'
Foreign Language		
En Francais (+)	26	15'
Guidance		
Look to the Future	13	30'
Health and Physical Education		
All about You	26	15'
Health: Your Decisions*	13	30'
Goody? Got.....Got Level 3*	26	30'
Goody? Got.....Got Level 5*	26	30'
A Time of Your Life*	13	30'
Humanities		
Meet the Arts	13	30'
Language Arts		
Artisan Anthology	13	30'
Folk English	13	30'
Cover to Cover	40	30'
Imagine That.....*	13	15'
A Matter of Fiction (+)	13	30'
Secondary Developmental Reading	13	30'
Tell Me a Story*	13	15'
The Wordsmith	26	30'
Mathematics		
Fractals	130	30'
Patterns*	13	30'
Patterns to Arithmetic 1	13	15'
Patterns to Arithmetic 2	26	15'
Patterns to Arithmetic 3	26	15'
Patterns to Arithmetic 4	26	15'
Patterns to Arithmetic 5	26	15'
Patterns to Arithmetic 6	26	15'
Music		
Digging into Melody	26	15'
Digging into Rhythm	26	15'

(+) Series is in color

* See Teacher In-Service section for programs related to these courses.

Science

All About You	6th	1/2
Community of Living Things	5th	1/2
Let's Investigate	4th	1/2
The Science Book	4th	1/2

Social Studies

African Anthology	4th	1/2
Children of the World (+)	4	1/2
The Communists	6	1/2
If You Live in a City Where Do You Live (+)*	3	1/2
Let's Get Acquainted	2nd	1/2
Our Nation, Indivisible?	5	1/2
People	4th	1/2
Project: History	4th	1/2

Teacher In-Service

Art

Images & Things (+)	3	1/2
Weaving in Art	3	1/2

Computer Technology

Computer Programming Techniques	1	1/2

Early Childhood

The Storybook (+)	1	1/2
Rhythm (+)	2	1/2

Health and Physical Education

Drugs: The Children Are Choosing (+)	7	1/2
Health: Your Decision	1	1/2
Ready? Set ... Go!	2	1/2
A View of Your Life	3	1/2

Language Arts

Do You Read Me?	4th	1/2
English—Fact and Fancy	4th	1/2
English for Elementary Teachers (Language)	4th	1/2
English for Elementary Teachers (Literature)	4th	1/2
Imagine That ...	1	1/2
Tell Me a Story	1	1/2

Mathematics

Patterns	6	1/2

Music

Pathways to Discovering Music	4	1/2

Physics

Project Physics Teacher Briefings	9th	1/2-2/2

Social Studies

If You Live in a City Where Do You Live (+)	1	1/2

Higher Education

Communications

TV Today	6	1/2

Computer Technology and Science

Boolean Algebra	11th	1/2
Computer Programming Techniques*	12th	1/2
Introduction to Computer Science I	11th	1/2
Introduction to Computer Science II	11th	1/2

Economics

Economics and the Public Interest	11th	1/2
Economics for the Concerned Citizen	11th	1/2

Engineering

Electrical Engineering: Circuit Analysis	11th	1/2
Introduction to Computer Science I	11th	1/2
Introduction to Computer Science II	11th	1/2
Slide Rule Seminar	11th	1/2

Foreign Language

En Français (+)	9th	1/2

Geography

Introduction to Geography: The Geographer's World	11th	1/2

Government

American National Government	11th	1/2
Ideologies in World Affairs	11th	1/2

History

History of the United States I	11th	1/2
History of the United States II	11th	1/2
World History I	11th	1/2
World History II	11th	1/2

Literature and Composition

The Critical Reader (English Literature)	11th	1/2
Expository English I	11th	1/2
Expository English II	11th	1/2
Major American Books (American Literature)	11th	1/2

Mathematics

Boolean Algebra and Computers	11th	1/2
College Algebra	11th	1/2
Introduction to the Calculus I	11th	1/2
Introduction to the Calculus II	11th	1/2
Introduction to the Calculus III	11th	1/2
Introduction to Statistics	11th	1/2
Slide Rule Seminar	11th	1/2

Physics

Classical Electromagnetism, an Introduction	11th	1/2
Electronics	11th	1/2
Introduction to Modern Physics	11th	1/2
Introduction to Wave Motion, Light and Sound	11th	1/2
Mechanics and Heat	11th	1/2

Psychology

Man and His Motives	12th	1/2
Principles of Behavior	12th	1/2

Social Work Education

Casework in Public Welfare	12th	1/2

Geology
Introduction to Geology 03 07

Continuing Education

Conversations
TV Today 0 07

Foreign Language
En Français (c) 06 07

Economics
Economics for the Concerned
Citizen 05 07

Social Work Education
Casework in Public Welfare 01 07

Procedures for Users

Preview Services

NTT feels it important that institutions considering the use of course materials be given an opportunity to preview representative lessons and review related printed matter before making a final decision. Accordingly, certain materials are made available at no cost except return postage. Sometimes it is necessary for users to request materials in addition to or other than the standard preview materials; in these instances NTT must make a nominal charge to cover handling and shipping.

Standard Materials Available Without Charge

Film—Preview kits containing one or more representative lessons on 16mm film, plus a copy of any related printed matter.

Tape—One representative lesson in either 3/4" cassette or Betamax 1/2" helical scan video tape format, plus related printed matter.

Handling and Shipping Charge

A fee of $7.50 per lesson is charged when materials other than standard materials as described above are requested. Only 3/4" cassette tapes can be guaranteed in these cases; however, other tape formats and/or film copies may also be available.

Requesting Previews

—Previews should be requested at least three weeks in advance of the desired preview date. There is exceptionally heavy demand for previews between March 1 and June 15, and NTT cannot guarantee dates for everyone during this period. Users should always specify three alternate dates, especially during this heavy preview season.

—For faster service, users are advised to request previews through their NTT regional representatives, since the materials are on deposit in these offices as well as in Bloomington.

—The user will receive a confirmation of shipping. He should read it carefully because it contains shipping information that often includes troubleshooting instructions.

—Preview kits should be kept no longer than one week unless special arrangements are made at the time of the request.

—Users wishing to transmit previews must obtain prior permission from NTT.

Telecourse Services

WIT makes course materials available to educational institutions on a rental basis primarily for instructional purposes. These are, of course, materials that are applicable to both in-school instructional purposes and out-of-school general educational use. The telecourse rental fees are based on student population and permit unlimited transmission of each lesson during a calendar week. Related printed matter such as teacher's guides or manuals accompany many courses.

WIT can provide transmission materials in most video tape formats, but to keep operating expenses at a minimum and thus maintain reasonable rental fees, certain tape formats are considered standard.

Additionally, WIT employs a "bicycle" system of circulation as a means of maintaining reasonable rental fees. Such a system can only be effective when there is total cooperation between the user and WIT. Standard operating procedures have been established to ensure prompt delivery of materials and maintenance of transmission schedules. Although exceptions to these procedures are possible, these often result in additional expenses, which must be passed along to the user.

Standard Formats

Quadruplex—either 1" tape or 1½p low-band monochrome and 1½p high-band color.

Helical Scan—¾" for Betacam machines.

Arrangements are to be made to convert lessons to other formats as customer's core tape stock.

Ordering Telecourses

—Telecourses may be ordered through either the Regional Representative or Field Services in Bloomington. (Users should work through the Regional Office whenever possible to receive quicker and more personalized service.)
—Orders must reach WIT *at least* six weeks before the starting date of the series; otherwise, WIT cannot guarantee delivery on time. NOTE: For courses beginning in the peak period, September and October, orders should reach WIT no later than July 15.

Information to be Supplied with Order

—*Number of previews* ordered.
—Complete transmission schedule including lesson titles and numbers and transmission dates.
—*Desired format.*
—*Complete shipping address* for films and tapes. NOTE: *Air express and air freight companies do not deliver to post office boxes; for this reason, a street address must be included.*
—*Name and telephone number of person who is to receive shipping information and instructions.*
—*Mailing address for general correspondence.*
—*Name and address of person who is to receive billing.*
—*Identification of transmission facilities* (call letters, CCTV, ITFS).

Standard Operating Procedures

—*Confirmation.* Shipping instructions are the user's notice of a confirmed booking. They should be checked thoroughly.

—*Transmission.* The user is authorized to use each lesson any number of times during the school week (Monday through Friday) in which it is scheduled.

—*Shipping.* Tapes are shipped from WIT by surface parcel post, library materials rate, to arrive three to five days before the scheduled transmission date. They are often marked for special handling or special delivery to ensure proper delivery. If the late arrival of an order or last-minute changes make it necessary for WIT to ship by air, these air shipments will be made at the user's expense.

—*Shipping.* Users should ship to the next user on the bicycle circuit by parcel post, library materials rate and marked "Special Handling." Tapes must be shipped *immediately following* transmission and no later than *Saturday* of the week in which they are used. Later shipment must be made by air at the user's expense.

—*Billing.* Invoices will be mailed at the time scheduling is confirmed; they are payable upon receipt. NOTE: Other arrangements can be

deals to meet local requirements if adequate notice is given to WIT (at the time of the original order).

What To Do If:

—*Tape does not arrive on schedule.* Check shipping instructions to determine if tape is being recycled from another user or coming directly from WIT. Call shipper to learn the situation. If tape was recycled from another user and is lost, call WIT—(812) 339-2202, WATS. Bloomington, Indiana is in the Eastern Time Zone and does observe Daylight Saving Time; WIT office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday.

—*Tape is unusable.* A tape may be damaged in transit, damaged by the previous user, or it may be the wrong program. Check each tape as soon as it is delivered, and if a replacement is required, call WIT at least three working days before the scheduled transmission. Then complete the service card that accompanies each tape and forward it separately to WIT. Please do not enclose card in tape container.

—*User desires other formats.* Tape formats other than the standard formats can be made available provided that the customer supplies new tape stock and that arrangements are made with WIT well in advance of scheduling. Additional costs, if any, depend on the nature of the desired format and are charged to users.

—*User desires out-of-sequence scheduling.* Most interviews are designed to be used on a one-lesson-per-week basis in sequence during consecutive weeks. The sequences are arranged by the producers to achieve the most effective educational results. However, it is possible (if logistically difficult) to vary the sequence. Requests for scheduling programs out of sequence or in non-consecutive weeks must be made to WIT well in advance of the scheduling dates. The user should be prepared to supply his own tape and/or pay for additional expenses in these cases. NOTE: WIT will make every effort to provide for these exceptions without additional charges, but in the past this has rarely been possible.

—*User needs more rapid shipment.* When a shipment is sent by other than surface parcel post, (library materials rate), it is to be done at the user's expense unless such shipment is the result of an WIT error.

Recording On User's Tape Stock

The user can gain greatly in scheduling flexibility and economy by having lessons dubbed to his own stock. In such cases WIT charges regular rental fees for the initial use of a course and approximately 50 percent of engineering dubbing costs and special handling. After initial use, however, all rental fees are reduced by 20 percent. If a user plans to transmit a course for three or more years or if he has unusual scheduling problems, it is to his advantage to have the lessons recorded on his own tape stock.

The user may supply his own new tape stock or purchase it from WIT at prevailing rates.

If User Supplies New Tape Stock

—*He should contact WIT for correct shipping address* because WIT does some of its duplicating work outside of Bloomington.

—*He should send tape stock ready for dubbing* because WIT does not inspect, furnish, or erase user's tape.

—*He should instruct the manufacturer to identify* all shipments with his name if there are to be drop shipments to WIT.

—*He should provide separate reels of tape in individual shipping cases for each lesson.* NOTE: *Although the practice of recording and storing more than one lesson on a single tape is possible, WIT will record only one lesson per tape unless advance arrangements are made with the Director of Operations.* Because of logistical problems, there is a surcharge of $2.00 per lesson if more than one lesson is to be recorded on a single tape.

—*WIT must have the tapes that are to be dubbed* at least 60 days before the scheduled date of use.

—*WIT will properly label each tape, but if the user prefers that his own labels be used, he should send them under separate cover to WIT, marked for the attention of the Operations Manager.*

—*Each recording is spot-checked before being shipped to the user. If the user should happen to receive a defective tape, WIT will be able to re-record the lesson in time for scheduled use if given notice of at least three working days.*

—The minimum tape lengths for quadruplex recordings are:

	1" tape	2" tape
15 min.	1500'	600'
30 min.	2400'	900'
60 min.	3600'	1170'

Television Rental Fee Information

Rental fees are based on actual enrollment (K through 12, ADA). The user is permitted unlimited transmission of each lesson during a school week over any type of electronic system. The fee includes the cost of outgoing surface parcel post shipment.

The per lesson rental fees that follow become effective September 1, 1971. It has been necessary, because of rising costs, to increase rental fees slightly, but NTT has been able to hold these increases to less than 10%. NOTE: NTT is exploring thoroughly a new rental fee concept that will be announced in the spring of 1971 and will become effective in September, 1972.

Per Lesson Rental Fees on NTT Tape (effective September 1, 1971):

School Population, K-12	15'	30'	45'	60'
500,001 to 1,000,000	$71.00	$94.00	$99.00	$97.00
400,001 to 500,000	66.50	74.50	86.00	91.00
300,001 to 400,000	58.00	62.00	70.00	74.50
200,001 to 300,000	48.50	53.50	60.00	64.00
50,001 to 100,000	41.00	43.00	50.00	53.50
1 to 50,000	32.00	36.00	40.00	43.00

Network fees—either interconnected or taped—are available on request.

All Teacher In-Service programs related to television may be purchased on 16mm film or tape, as well as rented. Rental fees are as listed above; purchase prices are available on request.

Additional Information

—There are occasions when a user may wish to use a course over each semester for a longer period than that permitted under normal rental conditions. NTT encourages this kind of use and supplies lessons at a discount. Any use beyond the one-school week during the school year is called "delayed replay."

The delayed replay discount is:

1 to 100,000	50%
100,001 to 400,000	40%
400,001 to 1,000,000	30%

—Some NTT courses may be either purchased or leased on a long-term basis. Information about long-term leasing or purchase is available upon request.

User's portion of costs for dubbing to user's tape stock:

Length	Quad @ 1" or 2"/ips	2" Ampex
15'	$11.25	$ 7.50
30'	15.00	10.00
60'	22.50	15.00

Cost of tape stock if purchased from NTT:

Length	Quad @ 1"/ips	Quad @ 2"/ips	2" Helical
15'	$45.00	$52.00	$30.00
30'	64.00	87.00	35.00
60'	79.00	45.00	52.00

Dubbing fees for replacing worn or damaged tapes:

Length	Quad @ 1" or 2"/ips	2" Ampex
15'	$22.50	$15.00
30'	30.00	20.00
60'	45.00	30.00

Charges for dubbing to other formats vary according to desired format and are figured on a case-by-case basis.

Printed Materials

Teacher's Manual

NTT provides printed materials for use with nearly every course in distribution. In some cases, the material takes the form of a viewer's or teacher's guide. In most cases, however, the printed materials consists of a comprehensive, highly useful teacher's manual. The teacher's manual contains sufficient information to prepare classroom teachers for their roles in the use of television instruction in their own classrooms, including suggestions for effective preparation, activities during the lesson broadcasts, and follow-up activities with the children.

RR

The manual functions as an integral part of the telecourse by providing an overview of the lessons, outlining aims, and describing useful techniques. A basic bibliography for the teacher and students is included whenever necessary. Special supplies and equipment needed for each lesson are itemized.

Each lesson contains a statement of its aims and an outline sufficiently detailed to give the teacher a clear picture of the content of the lesson. Pre-lesson activities as well as follow-up activities are suggested. In some cases a section on additional projects is also included.

For some series, such as "Skyplex," other kinds of printed materials are also available, including discussion leader's guides, bibliographies, and activity cards for pupils.

Ordering Manuals

The user should allow four weeks for the delivery of manuals. Orders will be sent prepaid by parcel post at the library rate unless the size of the order justifies shipment by motor freight. If a more rapid means of transportation is requested, the user must pay the charges. All special handling charges will be added to the billing.

Usually, manuals are not sold on consignment, but in exceptional circumstances, NTT will accept returned manuals and credit the user's account at the rate of one-half the purchase price.

Student Workbooks

Student workbooks are available for some telecourses. Ordering procedures for the workbooks are the same as for the teacher's manuals and guides.

Order Address

Orders for printed materials may be sent to any of the NTT offices.

Reprint Rights

Reprint rights for most of the printed materials are available from NTT at a modest fee. For information about these rights is available on request.

Prices for Printed Materials

Course Title	Copies:	1-9	10-499	500 & over
African Anthology		$1.50	$ .50	$ .45
All About You		1.00	.50	.45
Calculus	Prices not available at printing			
Casework in Public Welfare		1.50	1.00	.90
Children of the World		1.00	.55	.50
Code/English		1.50	1.00	.90
The Communists		1.00	.50	.45
Community of Living Things	Prices not available at printing			
Computer Programming Techniques				
Instructor's Manual Vol. 1 & 2		1.50/vo.	1.50	1.50
Student's Textbook Vol. 1 & 2		1.50/vo.	1.50	1.50
Career to Career (30 programs)				
Teacher's Manual		1.00	.50	.45
Bibliography		.15	.15	.15
Career to Career II (30 programs)		.50	.25	.20
Do You Read Me?		3.00	2.25	2.00
Drugs: The Children Are Choosing		1.25	.80	.75
Economics for the Concerned Citizen		1.00	.50	.45
En Français	Order form available from NTT			
English for Elementary Teachers Language		1.00	.50	.45
English for Elementary Teachers Literature		1.00	.50	.45
English—Fact and Fancy		1.00	.75	.65
Health: Your Decision		1.00	.50	.45
If You Live in a City Where Do You Live		2.00	1.60	1.44
Images & Things	Prices not available at printing			
Imagine That . . .		1.00	.50	.45
Let's Investigate		1.00	.75	.65
Let's See America!		1.00	.60	.50
Look to the Future		1.00	.50	.45
A Matter of Fiction		1.00	.35	.30
Meaning in Art (primary)	Prices not available at printing			
Meaning in Art (intermediate)	Prices not available at printing			
The Metaphors	Prices not available at printing			
Meet the Arts		1.00	.75	.65
One Nation, Indivisible?				
Teacher's Handbook		1.25	1.00	.90
Student's Handbook		.25	.15 PUB Bloomington	.10
Pathways to Discovering Music		1.00	.50	.10
Patterns		2.00	1.50	1.35
Patterns in Arithmetic I				
Teacher's Manual		2.50	1.80	1.62
Exercises for Pupils		1.00	.75	.65
Patterns in Arithmetic II				
Teacher's Manual		4.00	2.75	2.48
Exercises for Pupils		1.25	.80	.72

Patterns in Arithmetic 3			
Teacher's Manual	2.00	1.60	1.60
Exercises for Pupils	1.25	.80	.72
Patterns in Arithmetic 4			
Teacher's Manual	2.00	1.60	1.60
Exercises for Pupils	1.00	.80	.81
Patterns in Arithmetic 5			
Teacher's Manual	2.00	2.00	1.60
Exercises for Pupils	1.00	.80	.81
Patterns in Arithmetic 6			
Teacher's Manual	2.00	2.00	2.00
Exercises for Pupils	1.00	.80	.81
Purple	Prices not available at printing		
Primary Art	1.00	.80	.81
Project: History	1.00	.10	.65
Project Physics Teacher Briefings	No price from NIT		
Ready? Set....Go! Level One	2.00	2.00	1.60
Ready? Set....Go! Level Two	2.00	2.00	1.60
Ripples			
Teacher's Guide	1.00	.60	.54
Discussion Leader's Guide	1.00	.25	.20
Roundabout	1.00	.70	.65
The Science Shed	2.00	2.00	1.60
Secondary Developmental Reading			
Teacher's Manual and Reading List	1.25	.80	.81
Reading List	1.00	.35	.31
Stepping into Melody	1.00	.60	.54
Stepping into Rhythm	1.00	.60	.54
Tell Me a Story	1.00	.60	.54
TV Today	1.00	.50	.45
A Time of Your Life			
Teacher's Manual	1.50	1.00	.80
Administrator's Handbook	1.00	.50	.45
The Wordsmith	1.00	.70	.60
You and Eye	1.00	.70	.60

Information concerning printed materials for Higher Education courses and fees for these materials is available on request.

NIT Regional Offices

Eastern Office
Suite 217
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
Phone: 202 833-9262

Serves:

Connecticut
Delaware
District of Columbia
Florida
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
North Carolina
Pennsylvania
Rhode Island
South Carolina
Vermont
Virginia
West Virginia
New Brunswick
Newfoundland
Nova Scotia
Quebec

Midwestern Office
910 Elm Grove Road
Elm Grove, Wisconsin 53122
Phone: 414 786-9220

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Nebraska
North Dakota
Illinois
Northern Indiana
Ohio
South Dakota
Wisconsin
Manitoba
Ontario

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Suite 201
113 El Camino Real
Millbrae, California 94030
Phone: 415 697-6441

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Information Services

This section lists reports that consider the results of NIT's work as well as the findings of other pertinent projects. The materials can be obtained from NIT at the prices listed.

One Week of Educational Television, No. 5

This continuing study is the most widely used survey of the programming practices of educational broadcasters in the United States. The report considers the programming of all open-circuit educational television stations in the United States for the week of May 6-12, 1968. It also considers the programming of selected closed-circuit and ITFS systems. The report measures general, school, college, and adult instructional broadcasting separately and in sum. $2.00

One Week of Educational Television, No. 6

This report considers the programming of all open-circuit educational television stations in the United States for the week of March 9-15, 1970. It also considers the programming of selected closed-circuit and ITFS systems. The report measures general, school, college, and adult instructional broadcasting separately and in sum. $2.50

Continuing Public Education Broadcasting Report

This report analyzes current television and radio programming and considers noncommercial broadcasting's potential as a means of providing further educational opportunities. The report establishes that a major national effort is required by public broadcasting to meet urgent continuing education needs. $2.50

An Assessment of Instructional Television

These historical reports, based on a 1964 comprehensive survey of instructional television, present an analysis and an appraisal of instructional television as it was used from the first through the twelfth grades. NIT examined the status and potential of television in those subjects where the medium is most extensively used. Each report presents a quantitative analysis of existing programming and an overview of the judgments made by subject matter and instructional television specialists. The reports are available collectively at $2.00 or singly at $.40. They are:

- Television in Art Education
- Television in Foreign Language Education
- Television in Health and Physical Education
- Television in Mathematics Education
- Television in Musical Education

Television in Science Education
Television in Social Studies Education

Television in Higher Education: Psychology

This report (written in 1967) contains the results of a special conference conducted to assess television materials currently available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the present status and possible role of television in psychology instruction. $.50

Television in Higher Education: Social Work Education

This report (written in 1968) discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents judgments about existing materials and the potential of television in this area. $.50

Each of NIT's assessments of specific subjects has lead to a continuing analysis of television's most effective role. Two of the investigations by eminent subject matter and instructional television specialists have resulted in important new directions for television. These two are described in the reports listed below. The results of other intensive examinations of television's role are now being compiled.

Guidelines for Art Instruction through Television for the Elementary Schools

The major portion of these Guidelines identifies, explains, and demonstrates the content of art instruction that any series of television programs should embody. Other sections of the Guidelines consider procedures essential to planning a series of programs, preparing materials to assist teachers in their use, and producing such programs effectively. $2.00

Television Guidelines for Early Childhood Education

The major portions of these Guidelines consider the distinctive qualities of children from three through five years of age, the learning goals relevant and significant to them, and the processes that stimulate them to learn. Other parts of the Guidelines are concerned with the status of television in this field, with evaluation, and with utilization. $2.00

Special project reports that include historical summaries or samples of the results are also available.

The ITV Humanities Project

The history of the development of five experimental series for instructional television at the secondary level represents a practical workshop for those interested in television's potential in the humanities and for those interested in experimental production for instruction. The project was administered by the WGBH (Boston) Educational Foundation under a grant from the National Endowment for the Humanities. It sought to stimulate the creativity of instructional television professionals and to encourage an interdisciplinary approach to the humanities. This report contains six kinescopes and the project's final report, which provides a summary of the production of each of the pilot programs. The experimental programs are available singly, in special groupings, or as a complete unit. The entire project can be rented for $60.

The project's pilot programs are:

"A Search"—by Warren B. Buford, Jr., director of humanities at Sacred Heart College, Belmont, N.C. High school and college students discuss the various roles of man and how they respond to these roles according to their own experience and knowledge. Contemporary music and advance visual techniques are used. $10

"A Journey Is a Person in Itself"—by John Malcolm, instructor in radio-television at State Union College, Fredonia, N.Y. Excerpts from American travel literature are presented as chronological commentary on the developing technology and attitudes of the American people. $10

"Frank Leslie's Illustrated Newspaper"—by Rich Krepela, free-lance writer and television producer, Atlanta. In a modern news format, three actors portray a correspondent, an editor, and a

fashion communities with Lesile's nineteenth century newspaper. The period is seen through the commentary and pictures extracted from the actual newspaper. $10

"The Spade and the Chisel"—by Patricia Barnard, a television producer associated with the Boston Museum of Fine Arts. Focusing upon the monumental statue of the Egyptian king Mycerinus, the program examines the basic elements of sculpture throughout the ages. Archaeological methods are discussed as well as stone-carving techniques of a modern-day sculptor. $10

"Man's Ability to Search and Reason"—by Martin Foss, film producer associated with the Xerox Corp., Rochester, N.Y. The program observes students in a classroom using a technological device for teaching by television. According to their own interests and motivations, students watch one picture and select one of four simultaneous audio tracks. They then discuss a related problem in terms of the track they listened to and their own experiences. $20

A Demonstration of Programmed Television Instruction

This film and print report studies new ways to use television for direct instruction. The project's intention was to create television lessons that would enable a selected group of persons to learn a number of specific things. The project staff drew from television the resources of stimulus, presentation, movement, and timing. From programmed instruction the staff used the more systematic procedures of developing and presenting stimuli to elicit continual participation from the learner. The film runs 45 minutes. $10

The Third "Japan Prize" Film Anthology

This two-reel 60-minute 16mm film contains choice extracts from outstanding television science and mathematics programs entered in the third "Japan Prize" International Educational Program Contest, organized by Nippon Hoso Kyokai (NHK). The Anthology is an outstanding example of ITV efforts in both developing nations and those that have been producing for some time. A synopsis of each extract and information on the producing agency accompany the film. The film is available for nonbroadcast use only. $10

About NIT

Purpose

The National Instructional Television Center exists to strengthen education by developing, acquiring, and distributing television and other related materials for widespread use as major learning resources.

Source of Material

Program materials are obtained in three ways:

1. Distribution arrangements are made for outstanding existing series that have wide applicability. Series of this sort, such as "Eye and Eye" and "Patterns in Arithmetic," are made available without change.

2. Existing materials not entirely acceptable by most school television services are modified by supervision or adaptation. "Sing, Children, Sing" is an example of a highly effective regional series that has been reproduced for wider use by drawing on previous classroom experience with the series and by employing improved recording and production techniques. "Let's See America!" is an example of the adaptation for school use of programs designed originally for home viewing.

3. Program materials are newly developed by NIT to satisfy major educational needs where television could be but is not effectively employed. This activity includes the identification of curriculum areas where television can be importantly useful, and the assessment of television adequacy in these areas. Because so much of school television tends to be neither important nor adequate, the process of developing new materials requires the careful preparation of both educational and television specifications, followed by the organization and supervision of major production projects. A case in point is the area of beginning physical education. Here it was determined that television could be of crucial value in initiating and implementing desirable new thinking and practices. In the absence of adequate television programming, NIT engaged knowledgeable advisors to conceptualize television and related print materials and arranged and supervised the production and testing of what became the "Ready? Set . . . Go!" series.

Organization and Finance

The National Instructional Television Center is a nonprofit activity of the Indiana University Foundation, with headquarters in Bloomington, Indiana, and offices in the Washington, D.C., Milwaukee, and San Francisco areas. It is sustained by fees charged for the use of its material. From 1962 to 1967 NIT was financed by the United States Office of Education to demonstrate the educational desirability and economic feasibility of a national agency providing recorded instructional television programs. Until 1965 it was administered by the National Educational Television and Radio Center (NET) in New York City. It began operation under the sponsorship of the Indiana University Foundation in 1965. Upon completion of the U.S.O.E. administration in 1967, partial support was provided by the Foundation to enable NIT to develop self-sufficiency.

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